

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this contains some literatures that support research problems. They are speaking, teaching speaking, difficulties in teaching speaking, and strategies for teaching speaking. Each section is explained below:

#### **2.1. Speaking**

##### **2.1.1. The Understanding of Speaking**

Speaking is commonly known as the most natural way to communicate. It is a significant thing for an individual's living in order to adapt in the society. The ability to speak a language determines how people get welcome in any kind of society. It is important to recognize how important of a speaker's acceptance by a community as one of its members. However, Cornbleet and Carter (2001) state that a great deal more than just mouth is involved such as nose, pharynx, epiglottis, trachea, lungs, and etc. Speaking is not just about producing sounds. It's more than that.

Speaking has many interpretations on linguistic views. Based on Jo McDonough and Shaw (2003), speaking is not just oral production of written language, it is produced by some combination of language skills. Therefore, speaking is gathering skills in thought and let the mouth deliver them orally. Another statement comes from Fulcher (2003). He said that speaking is the use of articulatory system, the actual physical effort of producing sounds that result in speech.

To conclude, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, persuade, and entertain that can be learnt by using some learning methodologies.

### **2.1.2. Function of Speaking**

Several language experts have attempted to categorize the function of speaking in human interaction. According to Richards (2008, p.21-28), “The functions of speaking are classified into three: talk as interaction, talk as transaction, and talk as performance.

#### **a. Talk as interaction**

*Talk as interaction* refers to what it normally means by conversation and describes interaction that serves a primarily social function. When people meet each other, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances. The main features of *talk as interaction* can be summarized as follows:

1. has a primarily social function
2. reflects role relationships
3. reflects speaker's identity
4. may be formal or casual
5. uses conversational conventions
6. reflects degrees of politeness

7. employs many generic words
8. uses conversational register
9. is jointly constructed

#### **b. Talk as transaction**

*Talk as transaction* refers to situations where the focus is on what is said or done. The focus is on the message and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. There are types of transaction:

1. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood.
2. The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

#### **c. Talk as performance**

The third type of talk that can usefully be distinguished has been called *talk as performance*. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. *Talk as performance* tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.

## **2.2. Teaching Speaking**

Teaching is not only about transferring knowledge to the students without knowing whether the students understand or not, but also about how to establish a conducive condition while the teaching and learning process is underway. According to Brown (2007, p.8), teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing to know or understand. In addition, Aleksandrak (2011, p.38) stated that it has been known well that achieving proficiency in foreign language speaking in classroom conditions is a difficult task. Therefore, the way of teaching speaking is different from teaching other lessons since speaking is a complex lesson. Brown (2000, p.267) has argued that:

the conversation class is something of an enigma in language teaching. The goals and techniques for teaching conversation are extremely diverse, depending on the student, teacher and the overall context of the class.

Therefore, teacher is demanded to know what are really needed by the students in the learning activity and how to make the class as interesting as possible as well.

In teaching speaking, teachers should have principles to run the teaching leaning activity so the goals of the speaking will be accomplished. According to Brown (2000, p.275), there are seven principles that can be used by teacher to teach speaking, they are:

1. A teacher uses techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency
2. A teacher provides intrinsically motivation techniques

3. A teacher encourages the use of authentic language in meaningful context
4. A teacher provides appropriate feedback and correction
5. A teacher capitalizes on the natural link between listening and speaking
6. A teacher gives students opportunities to initiate oral communication
7. A teacher encourages the development speaking strategies.

### **2.3. Difficulties in Teaching Speaking**

During teaching, the process does not always run well, including in teaching speaking. According to Aleksandrak (2011, p.39), there are four problems that commonly arise in teaching speaking related to individual learner's personalities and attitudes to the learning process. They can be defined as follows:

1. **Inhibition.** Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
2. **Nothing to say.** They often complain that they cannot think of anything to say. Learners have problems with finding ideas to speak, formulating opinions or comments.
3. **Low or uneven participation.** Only one participant can talk at a time if he or she is to be heard; and in large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate while others speak very little or not at all.

4. **Mother tongue used.** In classes where all, or a number of, the students share the same mother tongue, they may tend to use it; because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less exposed if they are speaking their mother tongue. If they are talking in small groups, it can be difficult to get some classes particularly the less disciplined or motivated ones to keep to the target language.

## **2.4 Strategies for Teaching Speaking**

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (Richards, 2008, p.19). Therefore, if students do not learn how to speak or get opportunity to speak in the target language, they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be.

According to Kayi (2006, p.3-4), there are some techniques that can be employed to promote speaking activities, such as:

### **1. Discussions**

In discussion, students are able to get a conclusion, share ideas about an event, or find solutions in their discussion groups. For example, students can become involved in agree/disagree discussions. In this type of discussions, the

teacher can form groups of students which consist of 4 or 5 students in each group, and provide controversial sentences like people learn best when they read vs people learn best when they travel. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members.

## **2. Role Play**

Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..."

## **3. Simulations**

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

## **4. Information Gap**

Students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities have many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

These activities are effective because everybody has the opportunity to talk extensively in the target language.

#### **5. Brainstorming**

On a given topic, students can produce ideas in a limited time. It is depending on the context, either individual or group. Brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

#### **6. Storytelling**

Story telling helps students to awaken their creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes.

#### **7. Interviews**

Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

#### **8. Story completion**

This is a very enjoyable, whole-class, free-speaking activity for students to sit in a circle. For this activity, a teacher starts to tell a story, but after a few



sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

#### **9. Reporting**

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class

#### **10. Picture describing**

One way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity helps the creativity and imagination of the learners as well as their public speaking skills.

#### **11. Find the difference**

For this activity, students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

Looking through theories above, it can be concluded that teaching speaking is a necessary part of learning. The ability to communicate well determines the success of the learner in school and life. Therefore, it is necessity that language

teachers pay attention to teaching speaking. Various speaking activities are needed in order to achieve the goal of learning. The activities above are able to make students more active during learning process.

